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ABSTRACT

This document addresses the needs of students that enter community colleges unprepared at entry postsecondary coursework and therefore require remedial, basic skills, and/or developmental education programs. The major student groups served by developmental programs are recent high school graduates, returning adults, high school dropouts, illiterate adults, and immigrants and students with limited English proficiency. In the last 10 years, community colleges have begun using new approaches towards developmental education. They include the following: (1) successful collaboration between high school and community colleges; (2) model 2-year and 4-year partnerships; (3) service learning programs on community college campuses; and (4) urban community college systems configured to serve as "Gateways to Democracy." The document discusses recent trends in remedial education as explained by two major studies completed by the American Association of Community Colleges and the National Study of Community College Remediation. Other topics addressed in the document include challenges to the educational community, basic skills education, assessment, and mission at Colleges of Contra Costa, standing policy issues, strategic planning discussions on basic skills, future challenges and goals of basic skills education, and grant opportunities and available resources. Contains 22 references and 5 addendums. (MZ)

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The Colleges of Contra Costa

pathways to success

Contra Costa Community College District

DISTRICTWIDE PERFORMANCE AND PLANNING REPORT:

SERVING STUDENTS IN BASIC SKILLS EDUCATION

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TABLE OF CONTENTS

Overview 1

Findings 5

- AACC Study 5
- National Study of Community College Remedial Education 5

Challenges to the Educational Community 11

Basic Skills Education and the California Community College System 13

Basic Skills Education, Assessment, and Mission at CCCCD 13

Outcome Assessment of Basic Skills: CCCCD Institutional Effectiveness Indicators 13

Outcome Assessment of Basic Skills: College Evaluation of Remedial Courses 20

Standing Policy Issues 27

Strategic Planning Discussions on Basic Skills 28

Vision for the Future 32

- Contra Costa College 32
- Diablo Valley College 33
- Los Medanos College 34

Future Challenges and Goals of Basic Skills Education 36

Grant Opportunities and Available Resources 37

References 38

Addendum 1 – 1990-2000 Population Change by College Service Area 40

Addendum 2 – Contra Costa County – Population Change by Race/Ethnicity 41

Addendum 3 – 2000 Census Data Population by Race/Ethnicity for Incorporated Cities of Contra Costa County 42

Addendum 4 – Contra Costa County – Population Forecast 43

Addendum 5 – List of Bay 10 and Multi-College Districts 44

Resources 45

- Grant Resources 58
- Internet Resources for Community College Practitioners 63

An Overview of Basic Skills Students, Instruction, and Challenges

Background Note

Extending higher education opportunities to underserved or unserved populations was a founding principle of the community college movement (Quinley 1990 and Shults 2000). In line with this principle, the community colleges adopted an open-access, admissions policy that attracted student populations with diverse socio-economic backgrounds, demographic characteristics, educational objectives, academic preparation and related skills. Embodied in this open-door policy is a fundamental American value, namely, "the belief in the worth and potential of every person" (McCabe 2000). To address this diversity, the community colleges have developed a comprehensive configuration of precollege-level programs and services for students who are underprepared at entry for postsecondary coursework. These programs are referred to as "remedial, basic skills, or developmental" education. In this report, these terms are used interchangeably.

Student Populations

McCabe (1998) reports that:

> Approximately half of entering community college students test as academically deficient and require remediation in at least one subject area to enroll in a college-level course or degree program. Over the past two decades, this figure has not varied, and educational trends suggest it will not decline any time soon.

Quinley (1990) has identified some of the major student groups served by developmental programs. These are:

> **Recent High School Graduates**. A large number of students requiring remediation in reading, writing, and mathematics skills are recent high school graduates seeking to enroll in community colleges. Despite their completion of high school diploma requirements, many graduates test at reading levels below what is required for success in introductory college level courses; demonstrate inadequate writing skills to succeed in college-level courses; or are deficient in mathematics preparation. Some have not taken appropriate course work to prepare for specific community college career programs and require prerequisite courses in mathematics and the sciences.
>
> **Returning Adults**. Many students returning to college after some period of absence from formal education find that they need refresher courses in academic skills and prerequisite courses in fields that have changed considerably since they attended high school. This population includes adults who need to relearn skills once mastered as well as those who have never mastered the academic skills required for college. More recently, McCabe (2000) notes that because of the changing nature of work, a growing percentage of Americans will enroll and re-enroll in college throughout their lifetimes, bringing greater numbers and heterogeneity to the student body

High School Dropouts. This group includes students of various ages who have never completed high school and require considerable remediation in basic skills. They return for various reasons ranging from maintaining job skills in an increasingly demanding work force to re-entering the formal education system in order to improve their economic circumstances and the quality of their lives. Others are students who seek to complete their high school education for personal reasons.

Illiterate Adults. This subset of students served by community college programs consists of adults who are functionally illiterate. Estimates of the number of adults who are functionally illiterate range as high as 30 million nationwide, and another 50 million are thought to be marginally literate. Furthermore, this group is growing at the estimated rate of 2.5 million illiterate adults per year. Studies of the phenomenon have identified adults from all socio-economic classes who lack adequate literacy skills, yet the great majority is concentrated among the economically disadvantaged. The extent of the problem has been magnified by a changing economy that has decimated previously higher-paying but semi-skilled jobs in the manufacturing sector, leaving many middle-aged or older workers without basic skills and unable to retrain successfully.

Immigrants and Students with Limited English Proficiency. A large and rapidly increasing group of students, especially in certain regions of the country, are recent immigrants, as well as foreign students, from Latin America, Asia and the Pacific Rim, the Middle East, Africa, and Eastern Europe. The number of second and third generation American citizens for whom English is not their predominant language has also increased rapidly. Instruction in English as a second language is a common need. Many also require an orientation to American laws, the nation's economic system, and various aspects of living independently in modern American society.

Some of these students may share similar problems with the general underprepared population, but others have strong academic backgrounds, professional and job skills, and clear educational and career goals. On the other end of the spectrum, recent immigrants from impoverished lands not only may require English language instruction in reading and writing but also may be illiterate in their native tongues.

Underprepared students enrolled in basic skills programs are a diverse group. While there are exceptions, many requiring remediation also are disadvantaged by a range of factors, including vague or unrealistic personal and career goals; inadequate organizational, study and critical thinking skills; previous academic failures resulting in low levels of self-confidence and performance anxiety in academic matters; minor/major skill deficits in one or more subject areas; unfamiliarity with student services such as counseling, library, and media services; and difficult socio-economic and family circumstances. As a result, the challenge of serving these students often goes beyond instruction in reading, writing, and mathematics and includes providing a range of support services. Boylan (1998, 2001) has found similar problems and aptly noted that academic underpreparedness is "a complex phenomenon without simple solutions".

Programmatic Intervention Strategies

As is known, students in basic skills programs have very diverse goals. Many stop short of entry into college-level programs. All remedial programs, however, are designed to provide the skills necessary to succeed in the next level of education. Outlined below are some of the traditional programmatic actions taken by post secondary institutions and new directions in the field.

Traditional Programs

Quinley (1990) has identified some of the most common types of traditional developmental programs. These are:

Precollege-Level Skills Development. Often called developmental education programs, these are designed for recent high school graduates and returning adults who lack college-level skills in reading, writing, and mathematics, but intend to enroll in other college courses and programs. They also address the needs of students who lack knowledge in courses that require high school prerequisites such as chemistry or biology.

The two most common delivery approaches are the addition of precollege-level courses as part of the offerings of the English and mathematics departments, or the establishment of a separate division of developmental studies that offers precollege courses in various disciplines. While traditional classroom methods are often used in these programs, the self-paced, laboratory method of instruction is commonly used either as a primary or supplemental approach. Trained peers, aides, or instructors often provide tutoring, and in recent years, many colleges have experimented with instructional technology to assist or manage instruction in basic skills.

GED Programs. General Equivalency Diploma (GED) and adult high school programs enable both recent high school dropouts and older adults to complete high school. Adult high school programs typically use the traditional classroom approach, and the local high school district grants their diplomas. GED programs tend to be self-paced with the state issuing a high school equivalency diploma upon passing a national Department of Education exam.

Adult Literacy/ABE Programs. Adult basic education (ABE) programs are designed to combat adult illiteracy and are offered in a variety of ways, including small classes and one-on-one tutoring offered through outreach centers in libraries, shopping malls, and local high schools. Traditionally, literacy programs aim at developing skills to the eighth grade reading level, though some programs attempt to bring all students to the twelfth-grade level. Also frequently included in these courses are functional literacy skills that include the ability to perform basic tasks essential to functioning adequately in modern society, such as writing checks or reading basic directions.

ESL Programs. Instruction in English as a second language (ESL) is offered in an increasing number of community colleges. The influx of immigrants from across the globe has spurred the offering of such programs throughout the United States for students from a variety of language backgrounds.

Methods for teaching ESL vary, though graduate degree programs produce specialists in this pedagogy. Programs range from intensive immersion institutes that attempt to teach Basic English language competence in a matter of weeks to noncredit evening classes that meet once or twice per week. In some colleges, English is actually taught much as a foreign language in regular credit courses.

Support Services. Cooperative programming with other service providers is important to this mission for community colleges. This includes public and private agencies whose clients need basic skills education, as well as business and industry, which may provide their own developmental programs. A host of support services has also evolved as a critical part of a comprehensive program for underprepared students. Placement testing is at the heart of these services. Personal, academic, and career counseling, as well as childcare, financial aid, assistance with transportation, and access to community-based social services are often included to meet student needs.

New Directions

Over the last decade, various institutions have come to developed a unique array of services and inter-institutional approaches to assessing/delivering basic skills instruction. These have included:

1. Successful Collaborations between High Schools and Community Colleges;
2. Model Two-Year and Four-Year College Partnerships;
3. Service Learning Programs on Community College Campuses; and
4. Urban Community College Systems Configured to Serve as "Gateways to Democracy":

Additionally, these institutions have incorporated new instructional technology and dealt with the larger institutional policies necessary to support their Basic Skills campaign.

The attached **Resource** section includes select Basic Skills articles by focus areas as those mentioned above and others (e.g., ESL, International Students, Teaching Methods). These may prove useful in further study and in identifying models/strategies that can be adapted at CCCCD.

Findings

The returns of two major studies are adapted and summarized here: one by the American Association of Community Colleges (Shults 2000) and the other by the National Study of Community College Remedial Education (McCabe 2000). The findings of the former are based on a 40% return rate of a survey involving 1100 institutions and are focused on the front end of the problem. The findings of the latter are based on a stratified random sample of involving 25 institutions and a cohort of 1520 students enrolled in remedial education. These latter findings are focused on the outcomes of developmental education.

AACC Study Findings

1. The percent of students enrolled in remedial education across institutions was found to vary from 1% to 80%, the majority reported less than 20%;

2. The percent of new students enrolling in basic skills courses varied from 0.5% to 95%, with half of the respondent institutions reporting 36%;

3. The average of credit hours taken in developmental coursework ranged from 2 to 30, the number of courses taken ranged from 1 to 10, half the institutions reported less than 7 credit hours and fewer than 2 courses taken;

4. 58% of institutions mandated assessment of all students, 75% of these required placement on the basis of this evaluation;

5. 67% of institutions awarded only institutional credit for remedial courses;

6. 45% of institutions offered self-paced basic skills courses and 26% of institutions offered these through long distance educations services.

7. At least 95% of institutions use computers in at least one course subject area; and

8. 45% of institutions provide contracted remedial education courses and the majority (65%) did not give credit for these courses.

National Study of Community College Remedial Education Findings

1. **About half or 43% of students successfully completed their program**. Other studies have shown similar results, with success rates between 40% and 50%.

2. **Students successfully completing their basic skills courses perform well in standard college work.** They passed 88% of standard college English classes and 82% of standard college mathematics classes.

3. **Most successful remedial education students gravitate to occupational programs or direct employment.** More specifically, 14% of these students earned academic associate degrees and 16% earned bachelor's degrees. The total earning occupational degrees and certificates was 37% --15% occupational

associate degrees and 22% certificates. These statistics do not reflect students who enrolled in a selection of courses and gained the skills needed for employment without earning a degree or certificate. A greater percentage of students were prepared for employment than is indicated by degrees and certificates earned. Indeed, more than half of the study cohort earned at least 20 credits and continued their commitment to education nine years after remediation.

4. **Students who successfully complete remedial programs become productively employed**. About 98.5% become employed and work in a wide range of occupational fields: 90% are in jobs above the unskilled level; 54% are in the fast-growing technical and midlevel, white-collar sectors. Only 1.5 % had been convicted of a felony during the nine years following remedial education. Data comparing a national cohort of similar demographics are strikingly different. That cohort shows 7.5% out of the workforce and approximately 8% convicted of a felony. As a group, successful remedial education students become contributing members of society. Investment in these individuals pays solid dividends.

5. **The demographics of seriously deficient students are dramatically different from other remedial education students**. Students deficient in reading, writing, and mathematics and assigned to a lower-level remedial course in at least one area are frequently viewed as being seriously deficient. They differ from other remedial groups in terms of their racial/ethnic makeup. McCabe found that 56% of academically deficient students are white non-Hispanic, 23.4% are African American, and 12.5% are Hispanic. These data are consistent with other studies that report that the majority of underprepared students are white non-Hispanic, but minorities are over-represented. Seriously deficient students were ethnically different from other deficient students. Three-quarters of these students were minorities: 39.8% African American, 21.6% Hispanic, 8.8% Asian/Pacific Islander, 5.8% other, while 23.9% were white non-Hispanic. Minority women were 51% of all seriously deficient students, whereas, 5% of white non-Hispanics were found to be seriously deficient and 20% of minority students were seriously deficient.

6. **The success rate for seriously deficient students is unacceptably low.** Deficient students had a 43% successful remediation rate, whereas only 20% of seriously deficient students were successful. More than half of deficient students earned more than 20 college credits, whereas less than 5 percent of seriously deficient students earned more than 20 credits. Only 18 percent of deficient students enrolled in more than 12 remedial credits, while 45 percent of seriously deficient students did so. Programs for seriously deficient students are unsuccessful and should be revised. Specifically, they should be improved to provide skills that assist students in finding and maintaining employment and in improving quality of life. Students completing program goals should be encouraged to continue and complete regular remedial programs.

7. **Community college remedial programs are not funded at a level necessary for successful results**. Academically underprepared students require more support and personal attention than cohorts who are prepared to take college-level coursework. Most remedial education students have not had a good experience in high school and/or return to formal education well after high school graduation. A significant number bring personal problems with them. They frequently have meager resources and have family or job obligations. These factors translate into a need for more interaction and support, thus more cost.

   Typically, states support remedial education courses at the same rate as academic programs - or less. In McCabe's study, only 2 of the 25 colleges surveyed reported above-average funding for these programs; 5 reported lower funding; 18 reported comparable funding. Public decision-makers are frequently upset by remedial program failure rates and demand improvement. This is only possible, however, when appropriate resources are provided.

   In states that use program cost data for developing funding formulas, **community colleges are their own worst enemies**. They do not provide the necessary additional support; rather, they offer remedial courses using large numbers of less expensive, part-time faculty. Expenditure-driven funding formulas produce low-cost projections, thus systematically underfunding the programs.

8. **Community college remedial education is cost-effective.** The cost of remedial education is almost always grossly overestimated. When people hear that nearly one-third of college entrants require remedial education, they believe that one-third of college expenditures are spent on remedial education. This is not the case. Several studies of state and federal spending suggest that 1-2% of the higher education budget is spent on remedial education. Given that 98.5% of basic skills graduates become productively employed, this 1-2% budget expenditure makes remedial education a cost-effective program.

9. **Expenditures per student are even more revealing**. Half of community college remedial education students take six semester credits or fewer of remedial course work, and more than 80% take 12 semester credits or fewer. The average, 7.7 semester credits, is equivalent to one-quarter of a college year.

   Using a high expenditure figure of $7,000 per community college fulltime-equivalent student and a 75 percent public share, the average public expenditure per remedial student would be $1,312. Since 40 to 50 percent of students are successfully remediated, using the high expenditure estimate, the cost for each success would be between $2,624 and $3,280. The cost effectiveness of remedial education is apparent when compared with expenditures on other programs. The nation's prison population has grown to the highest per capita in the world - 1.1 million in jail and 5.5 million under corrections supervision (Harlow 1998). Each prisoner generates an expense of $25,000 to $35,000 per year. Ten students can have the foundation for their future built through

remedial education for the same cost as incarcerating one person for a single year. Remedial programs are a far more productive use of public funds. Supporting community college remedial programs is cost-effective public policy.

10. **Mathematics is the greatest hurdle for deficient students**. Mathematics requirements need to be carefully reviewed. The debate continues over mathematics expectations for standard college class work. From state to state and test to test, substantial differences exist. Generally, mathematics faculty, rather than the faculty as a whole, determines the competencies to be tested. The question of what skills are needed for most college classes is seldom a consideration, nor is the question of what mathematics competencies are necessary as life skills. Sixty-two percent of remedial education students are deficient in mathematics, compared with 37.7% in reading and 44.6% in writing. The figure for mathematics is too high. Either adjustments in expectations or major improvements in high school preparation are needed-perhaps both. A considerable amount of work has been done to identify 21st-Century employment skills. A high percentage of successful remedial education students go into occupational programs or directly to work. It would therefore be beneficial to invite business and industry leaders to help identify the mathematics components of community college remedial education programs.

11. **Present outcome measures do not produce useful data**. Remedial education programs are constructed with the goal of preparing students for bachelor's degrees. Program effectiveness most often is measured by the number of degrees earned. Student follow-up is difficult, and evaluators do not want to wait many years for results. Therefore, outcomes are typically evaluated after three or four years for associate degrees and five or six years for bachelor's degrees. Such evaluation produces results that do not coordinate with student behavior and often give the inaccurate impression that remedial programs are failing.

    Most community college students are employed, often full time. They must arrange studies around job and personal obligations. They frequently skip terms or reduce loads. These students often take five or more years to complete an associate degree. Measuring community college students three years after admission finds few graduates, especially among students who need to take remedial courses before beginning a regular curriculum.

    The majority of remedial education students gain skills and go directly to work or proceed to occupational certificates and degrees. This is a constructive result for society and is completely missed in current outcome evaluations.

    We should continue to explore practical ways to follow up with students to learn how many achieve degrees. However, positive life results and varied paths for successful students make completion of remedial education the most important and useful measure of the success of remedial programs.

12. **Mandatory testing and placement is an essential component of remedial education programs**. If community colleges do not know which students are academically underprepared, they have no way to provide appropriate programs. It is unfair to students to permit them to enroll in courses for which they are not prepared. Open enrollment in courses produces a spread of competencies that seriously handicaps the ability of faculty to provide effective education. In practice, either large numbers of students drop out or fail, or expectations are lowered to accommodate those who are unprepared for course work. Studies of community colleges over a 20-year period suggest that mandatory assessment and placement tend to improve student retention and success rates (Roueche & Roueche 1999). When deficient students are not required to enroll in remedial education courses, community colleges universally report that a significant number do not. A study by K. Patricia Cross found that fewer than 10% of those needing but not enrolling in remedial education survived in college (Cross 1976).

    It is the responsibility of community colleges to encourage students and help them to understand the value of remedial course requirements. Mandatory assessment and mandatory placement are at the core of effective remedial programs.

13. **Most community colleges fail to use the substantial research concerning successful remedial education**. Only 6 of the 25 study colleges reported significant remedial program revision in the past 10 years although some effective remedial programs have been developed during this time. Thirty years of research have provided a substantial body of knowledge to guide those who work with underprepared students on community college campuses. The following techniques, models, or structures contribute to successful remediation:

    a. Implementation of mandatory assessment and placement;
    b. Establishment of clearly specified goals and objectives for developmental programs and courses;
    c. Use of mastery learning techniques in remedial courses;
    d. Provision of a high degree of structure in remedial courses;
    e. Use of a variety of approaches and methods in remedial instruction;
    f. Application of sound cognitive theory in the design and delivery of remedial courses;
    g. Provision of a centralized or highly coordinated remedial program;
    h. Use of a formative evaluation to guide program development and improvements;
    i. Establishment of a strong philosophy of learning to develop program goals and objectives and to deliver program services;

j. Provision of a counseling component integrated into the structure of remedial education;

k. Provision of tutoring performed by well-trained tutors;

l. Integration of classroom and laboratory activities;

m. Establishment of an institutionwide commitment to remediation;

n. Assurance of consistency between exit standards for remedial courses and entry standards for regular curriculum;

o. Use of learning communities in remedial instruction;

p. Use of supplemental instruction, particularly video based;

q. Provision of supplemental instruction to support remedial courses;

r. Provision of courses or workshops on strategic thinking;

s. Provision of staff training and professional development for those who work with underprepared students;

t. Provision of ongoing student orientation courses; and

u. Integration of critical thinking into the remedial curriculum.

Boylan (1998, 2001) has found similar characteristics of successful developmental programs and adds the following:

a) Provide frequent testing;

b) Provide frequent feedback to students and personnel;

c) Specify objectives and expectations not only for programs but students as well;

d) Accommodate diverse learning styles through a variety of instructional formats;

e) Integrate study skills with content;

f) Engage in continuous faculty development;

g) Encourage communication among developmental instructors; and

h) Practice classroom assessment.

McCabe (2000) fittingly concludes in reviewing the findings of the National Study of Community College Remediation Education that the manner in which we provide effective remedial education is not a mysterious proposition: "We know how to do it. We simply do not use what we know."

Challenges to the Educational Community

Developing Workforce Skills for the 21st-Century

The United States needs to prepare its citizens for an information-rich, service- and trade-oriented economy of the 21st- Century that demands a workforce with more complex job skills or professional training than has been the case in the past. Failure to do so will put its economic vitality at risk, as it will cease to compete effectively in the global economy.

Recent management studies have profiled the set of basic characteristics for today's worker (US Department of Commerce, et. al. 1999). These are:

Attitudes and Personal Characteristics

1. Adaptability, flexibility, resiliency, and ability to accept ambiguity;
2. Common sense and ability to anticipate downstream consequences;
3. Creativity;
4. Empathy;
5. Positive attitude, good work ethic, and ability to self-manage;
6. Reliability and dependability; and
7. Responsibility, honesty, and integrity.

Essential Skills

1. Computers for simple tasks (word processing);
2. Interpersonal skills, team skills;
3. Numeric and computation skills at a ninth-grade level, including basic money skills;
4. Reading at a ninth-grade level;
5. Speaking and listening; and
6. Writing.

Integrative and Applied Skills

1. Application of technology to tasks;
2. Critical thinking;
3. Customer contact skills;
4. Information use skills;
5. Presentation skills;
6. Problem recognition/definition and solution formulation; and
7. Reasoning.

Premium Skills

1. Ability to understand organizational and contextual issues (legal, environmental);
2. Basic resource management, budgets;
3. Ethics;
4. Foreign language fluency;
5. Globalism, internationalism skills;
6. Multicultural-competence skills;
7. Negotiation skills;
8. Project management and supervision; and
9. Systems thinking.

Its worth noting that 80% of new jobs are expected to require some college education, yet less than half of youth are prepare to undertake college (McCabe 2000).

Workforce and Demographic Trends

Society will depend more and more on immigrant and Hispanic populations to replace its increasingly large retiring workforce. The majority of these current and potential workers resides in or will come from low-income areas, and they have received or will receive inferior education (McCabe 2000). It is estimated that immigrants and Hispanics will account for most of the population growth over the next 50 years. By 2020, half of American youth will be minority, and by the year 2050, 53% of the US population will be Non-Hispanic whites. Currently 11% of US and 26% of California's residents are foreign born (Census Bureau 2000). Immigrants and Hispanics can be expected to be disproportionately underprepared for 21st Century employment (McCabe 2000).

Over the last decade, Contra Costa County increased its population from 803,732 to 948,816 or 18% and its number of minority residents increased from 30.3% to 38.5% (Addenda 1-3). The Association of Bay Area Governments (ABAG 1999) is forecasting that the Contra Costa County's 2000 population will increase by 14.3% (or to 1,076, 800) by 2010 and 24.1% (or to 1,169,000) by 2020 (Addendum 4). Clearly, these changes will increase the demands on CCCCD to expand its Basic Skills programs.

The pressures on educational institutions to prepare said workforce will be exacerbated by several trends in education, including: (1) the declining number of qualified teachers to replace the growing number of teachers who are retiring or leaving the profession. At CCCCD, 50% of employees are expected to retire within the next five years. (2) The redirection of University of California and California State University students in need of remedial education to the California Community Colleges.

Altering or preventing these harsh realities is a daunting challenge for education in general and the community colleges in particular. Nevertheless, we must meet this challenge by ensuring effective college access and student success through quality developmental education. To the extent that we do so, we can enhance our economic vitality, social cohesion, political democracy, and be a positive force in the global community of the 21st-Century.

Basic Skills Education and the California Community College System

At this writing, the State Chancellor's Office website scheduled to provide information on remedial programs for California Community Colleges and evaluative data was under-construction (i.e., http://www.accessresource.org/html/basic_skills_students.html). No benchmark data or information on models that may be adapted by CCCCD were available from this site (i.e., http://www.accessresource.org/html/research__m_.html; http://www.accessresource.org/html/probation_students.html; http://www.accessresource.org/html/undecided_students.html; http://www.accessresource.org/html/assessment.html).

Basic Skills Education, Assessment, and Mission at CCCCD

Demographic Profile of Basic Skills Population

As can be seen in Table 1, there were 8,971 students who enrolled in remedial coursework during the fall 2000 semester: 4,111 (46%) in Basic Skills English; 3,400 (38%) in Basic Skills Math; and 1,460 (16%) in ESL. Students in ESL courses tend to be older than those in Basic Skills English or Math. This population shows a significantly greater percent of women than men. Relative to their representation in the County 's population, Asians, Blacks, and Hispanics tend to be over-represented in Basic Skills English; Asians and Blacks are also over-represented in Basic Skill Math; and Asians and Hispanics are over-represented in ESL. (See Addenda 1-4 for information on population changes/forecasts and race/ethnicity profiles specific to college service areas.)

Outcome Assessment of Basic Skills: CCCCD Institutional Effectiveness Indicators

Over the last several years, CCCCD has moved to develop institutional effectiveness indicators to gauge its progress along key educational dimensions. Sections of CCCCD's Institutional Effectiveness 2000 Report regard the performance of students in Basic Skills programs and the progress of CCCCD in meeting its Partnership for Excellence goals in this area. These evaluations build on data and analyses from the State Chancellor's Office that permit comparisons across select community college districts. Tables 2-4 and Figure 1 summarize these relevant findings. (Data from the colleges are also provided in order to show student performance in select Basic Skills courses benefiting from additional grant funds. Figures 2-7 summarize these assessments.)

Table 1

Demographics of Students Enrolled in Basic Skills and English as a Second Language Courses - Fall 2000

(Unduplicated headcount, end-of-term)

Type of Course / Site	Number of Students for Fall 2000	Average Age of Students	Gender		Ethnicity					
			Female	Male	Amer. Indian	Asian/Pac. Is./Filipino	Black	Hispanic	White	Other Non-White
Basic Skills - English										
CCC	1,314	28	64%	36%	0%	26%	26%	38%	8%	2%
DVC	2,393	23	52%	48%	1%	27%	7%	17%	45%	4%
LMC	404	24	57%	43%	0%	20%	19%	23%	33%	5%
CCCCD	**4,111**	**25**	**56%**	**44%**	**0%**	**26%**	**14%**	**24%**	**32%**	**3%**
Basic Skills - Math										
CCC	477	27	70%	30%	1%	13%	45%	23%	15%	2%
DVC	2,322	24	59%	41%	1%	14%	10%	15%	56%	4%
LMC	601	26	67%	33%	1%	11%	20%	27%	39%	3%
CCCCD	**3,400**	**24**	**62%**	**38%**	**1%**	**13%**	**17%**	**18%**	**48%**	**3%**
English as a Second Language										
CCC	769	31	64%	36%	0%	32%	2%	61%	4%	2%
DVC	517	33	65%	35%	0%	38%	0%	38%	20%	3%
LMC	174	32	66%	34%	0%	38%	2%	48%	7%	4%
CCCCD	**1,460**	**32**	**65%**	**35%**	**0%**	**35%**	**1%**	**52%**	**10%**	**3%**
Student Population										
CCC	8,769	31	62%	38%	1%	21%	29%	20%	27%	2%
DVC	23,925	28	55%	45%	1%	19%	5%	11%	60%	3%
LMC	9,339	31	57%	43%	1%	11%	13%	19%	54%	2%
More than one college	1,042	28	54%	46%	1%	25%	13%	16%	42%	3%
CCCCD	**43,075**	**30**	**57%**	**43%**	**1%**	**18%**	**12%**	**15%**	**52%**	**3%**
County Population:			**51%**	**49%**	**0.4%**	**10.8%**	**9.2%**	**17.7%**	**57.9%**	**0.4%**

Source: Office of District Research, Contra Costa CCD. Based on query results from Research Data Warehouse, 10/24/01. County statistics based on U.S. Census Bureau, Census 2000 of Population and Housing, Summary File

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Table 2

Successful Course Completion Rates for Basic Skills Courses[1]

	Baseline 1995-96 % Successful	**1997-98** % Successful	**1998-99** * % Successful	**2000-01** % Successful	**95/96-00/01 % Change**	**2005-06 Target** [2] **%**
CCCCD	60.3	59.3	63.2	60.9	**1.0**	
Contra Costa	55.1	54.2	56.9	57.9	**5.1**	57.3
Diablo Valley	64.8	64.9	67.5	62.0	**-4.3**	67.0
Los Medanos	61.0	50.8	64.7	62.7	**2.8**	63.2

* 1999/00 data are not available.

Comments/Analysis:

CCCCD improved its overall successful course completion rate (i.e., a grade of "C" or better) over its 1995-96-performance baseline. As can be seen, for the 1995-01 period, the percent of positive change varied from -4.3 to 5.1%, with CCC showing the largest improvement. LMC's recovery from its 1997-98 decline with an impressive 27.4% positive gain the following year is noteworthy. This reflects well on its program review process in this area. It is reasonable to expect that DVC can similarly bounce back after a relatively slight decline from its 1998-99 performance.

CCC and LMC have achieved their 2005-06 targeted performance levels required by PFE, and DVC is easily within reach of achieving its targeted performance by 2005-06.

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[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000.

[2] Target figures for 2005-06 based on memorandum from State Chancellor's Office on Local Targets for PFE; these were adjusted as specified in the State Chancellor's Consultation Summary, June 2000.

Table 3

Successful Course Completion Rates for CCCCD Compared with Average Such Rates of Bay 10, Multi-College* Districts, and System[1]

Type Course	Baseline 1995-96	1997-98	1998-99 *	2000-01	95/96-00/01
Basic Skills	% Successful	% Successful	% Successful	% Successful	% Change
CCCCD	60.3	59.3	63.2	60.9	**1.0**
Bay 10	62.0	60.3	59.7	59.5	**-4.0**
Multi-College	60.8	58.5	58.6	59.0	**-3.0**
Systemwide	60.3	59.0	59.0	58.3	**-3.3**

* 1999/00 data are not available.

Comments/Analysis:

CCCCD's successful Basic Skills course completion rates compare favorably with the average rates of other institutional benchmarks: the Bay Area's ten community college districts, multi-college community college districts in the state, and the California Community College System. If CCCCD is comparable to these institutions and is performing similarly in relevant areas, then CCCCD should yield comparable results. The findings reported here are consistent with this position. Some slight differences exist, however, that reflect favorably on CCCCD's performance.

For 2000-01, CCCCD performance rates were relatively higher than those of other institutions. CCCCD had the largest gain for the 1995-96 to 1998-99 period (4.8%) and has shown a highly stable performance rate over time, whereas other comparable institutions have shown a steady decline from their baselines.

* Los Angeles which has nine colleges has been excluded from the Multi-College analysis. Its funding and performance patterns tend to be atypical and its inclusion would invalidate comparative analysis.

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000. See Addendum 5 for specification of Bay 10 and Multi-College districts.

Table 4

Changes in the Number of Students Successfully Completing Coursework at Least One Level Above Their Prior Basic Skills Enrollment in the Same Area of Study within a Three-Year Period[1] (# Improved)

1995/96 and 1998/99 Cohort Groups, Basic Skills English

	Baseline 1995/96 to 97/98 # Improved	% of Total Cohort	1998/99 to 00/01 # Improved	% of Total Cohort	# Improved % Change	2005-06 Target[2]
	(a)		(b)		(a vs. b)	
CCC	**509**	(25.8)	**430**	(23.9)	**-15.5**	**707**
DVC	**409**	(28.0)	**591**	**(32.4)**	**44.5**	**568**
LMC	**261**	(33.6)	**123**	(27.0)	**-52.9**	**362**
CCCCD	**1,179**	**(26.7)**	**1,144**	**(28.0)**	**-3.0**	**1,637**

1995/96 and 1998/99 Cohort Groups, Basic Skills Math

	Baseline 1995/96 to 97/98 # Improved	% of Total Cohort	1998/99 to 00/01 # Improved	% of Total Cohort	# Improved % Change	2005-06 Target
	(a)		(b)		(a vs. b)	
CCC	**224**	(17.9)	**120**	(12.4)	**-46.4**	**311**
DVC	**423**	(23.2)	**473**	(27.6)	**11.8**	**588**
LMC	**188**	(16.3)	**62**	**(13.0)**	**-67.0**	**262**
CCCCD	**835**	**(21.5)**	**655**	**(20.7)**	**-21.6**	**1,161**

Comments/Analysis:

Although there has been an increase in the number of students who successfully complete their Basic Skills courses at CCCCD (Table 2), it appears that these students are less successful in higher level Basic Skills courses in the same area of study. As can be seen, only 13% to 32.4% are so successful in subsequent coursework. A greater percent of students performed better in subsequent higher level Basic Skills English than in Basic Skills Math courses. More students at DVC successfully perform in subsequent higher level remedial coursework than do students at CCC and LMC. Indeed, DVC's success rates of 32.4% and 27.6% respectively in Basic Skills English and math compare favorably with what has been found statewide (Figure 1). Relative to their baseline performance, CCC and LMC have fewer students successfully completing their higher

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000.

[2] Target figures for 2005-06 based on memorandum from State Chancellor's Office on Local Targets for PFE; these were adjusted as specified in the State Chancellor's Consultation Summary, June 2000.

level Basic Skills coursework, whereas, DVC has increased its number of such students. All colleges, however, appear challenged to work successfully with Basic Skills students in both English and math coursework. They are not alone: nationally and throughout the state, CCCCD's counterparts perform similarly in this area (McCabe 2000, see Figure 1).

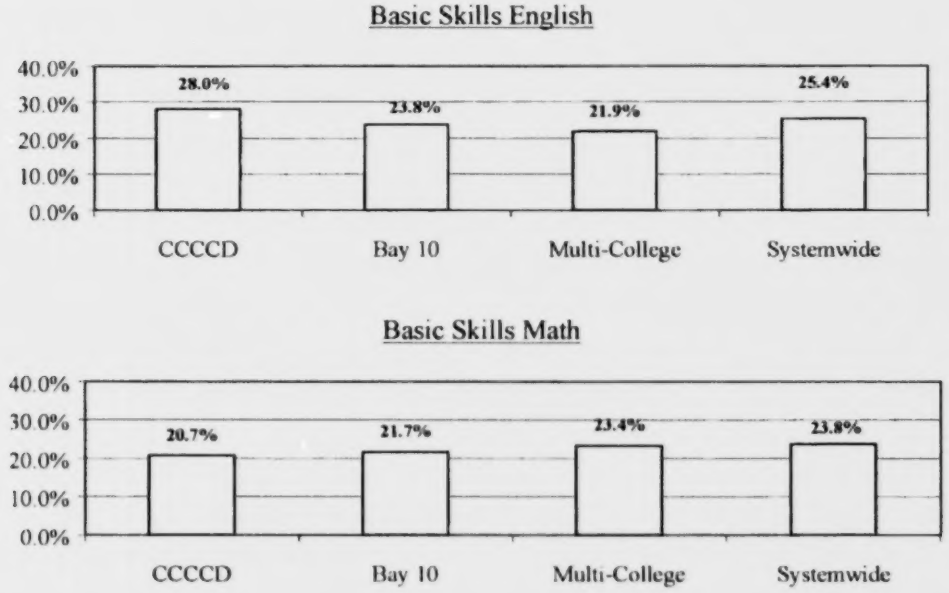
The time between the first and second basic skills course taken may be a factor in how well students perform in higher level coursework. It is well known that the longer academic skills go unused the more likely it is that their proficiency will deteriorate. A greater number of such students may exist at CCC and LMC than DVC.

The District's next five cohort groups will have to increase their success totals by 99 in Basic Skills English and 102 in Basic Skills math each year for the next five years to meet its 2005-06 targets.

Figure 1

Percent of Students that Completed a Basic Skills Course and then Successfully Completed a Higher Level Pre-College Course in the Same Area of Study within a Three-Year Period, 1998-01

Comparative Rates for CCCCD, Bay 10, Multi-College* Districts, and System[1]



Comments/Analysis: As can be seen, both CCCCD students and students in referenced institutions do not do well as they move from lower- to higher-level Basic Skills English or Math.

CCCCD's performance with Basic Skills English students is relatively higher than that of other multi-college districts and the California Community College system, but its performance is relatively lower with respect to Basic Skills Math students. CCCCD is well within the performance range of all other comparable institutions. Further study is needed to determine the factors responsible for these findings.

In sum, the colleges are having noteworthy success in helping basic skills students complete their first step toward their educational objectives, and they appear to be doing this more effectively than other California Community Colleges. However, the colleges, like their counterparts throughout the state, are challenged to help said students complete a basic skills course and then successfully complete a higher level pre-college course in the same area of study. McCabe (2000) reports a similar finding for "seriously deficient students" in his national survey of community colleges.

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* Los Angeles which has nine colleges has been excluded from the Multi-College analysis. Its funding and performance patterns tend to be atypical and its inclusion would invalidate comparative analysis.

[1] Based on **System Performance on Partnership for Excellence Goals, District and College Baseline Data,** Chancellor's Office, California Community Colleges, July 2000. See Appendix A for specification of Bay 10 and Multi-College districts.

Outcome Assessment of Basic Skills: College Evaluations of Remedial Courses Receiving Additional Grant Funds

The foregoing analysis was based on aggregated data which allowed comparisons across institutions and which could be referenced to Partnership for Excellence (PFE) goals. While useful for gauging institutional effectiveness, this analytic approach has some limitations. Specifically, it does not allow one to gauge the impact of intervention efforts aimed at specific courses. Additional funds like those received through PFE or Title III programs, for instance, are seldom distributed across all courses/services. Rather, they are invested in targeted activities. It is possible that the success of these interventions may be masked by analyses combining data from courses/services which were and were not targeted to receive additional funds. For this reason, data from the colleges are provided which show student performance in select Basic Skills courses/services benefiting from additional grant funds. Figures 2-7 summarize these assessments.

Contra Costa College

The data presented here are based on select courses in which CCC has invested its PFE funds. As can be seen in Figure 2, targeted Basic Skills English/Reading courses retain students at high levels and their success rates are increasing dramatically. Indeed, the success rate of students enrolled in the Spring 2001 semester shows an increase of 117% over the success rate of Spring 2000 students in these same courses. Figure 3 shows a similar analysis for students enrolled in targeted Basic Skills Math courses. As can be observed, they are being retained and are successfully performing at rates that are 27% greater than the respective performance of Spring 2000 students in these same courses.

Figure 2

Course Retenion ad Successful Completion Rates in Select Basic Skills English Courses

Contra Costa College

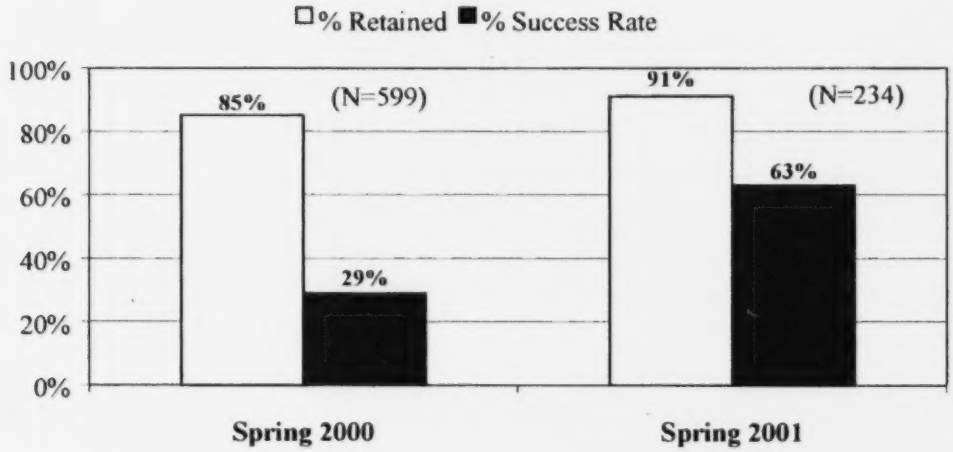
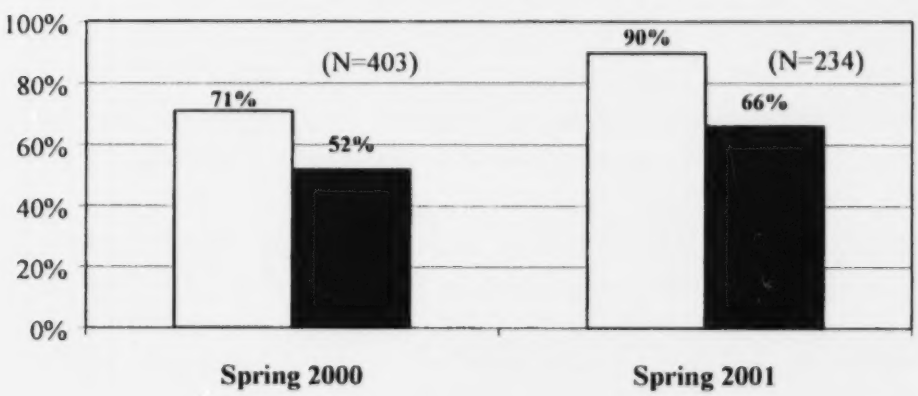


Figure 3

Course Retention and Successful Completion Rates in Select Basic Skills Math Courses

Contra Costa College



Diablo Valley College

DVC has invested its PFE funds in select remedial courses from two areas: Basic Skills English and Math, and Developmental English and Math. The former regards courses that are two or more levels below transfer or college level coursework. The latter regards courses that are one level below transfer or college level coursework. DVC has provided Figures 4-7. These summarize the success rates of students in these courses over the last six semesters.

As can be seen in Figures 4-7, the average success rates have been around 60% with the exception of Developmental Mathematics. These averages are comparable to what has been found to be the case statewide (see Table 3). The 49% average achieved for Developmental Mathematics (Figure 7) while not as high as those for other remedial courses is nevertheless an achievement. As stated, these developmental courses are one level below college level coursework and very likely include students who have taken Basic Skills courses. As displayed in Figure 1, about 23.8% of students who take a Basic Skills math course and then complete a higher-level course in this same area of study are successful statewide. Against this benchmark, the 49% success rate achieved by DVC is which noteworthy.

Figure 4

Basic Skills English Success Rates

Diablo Valley College

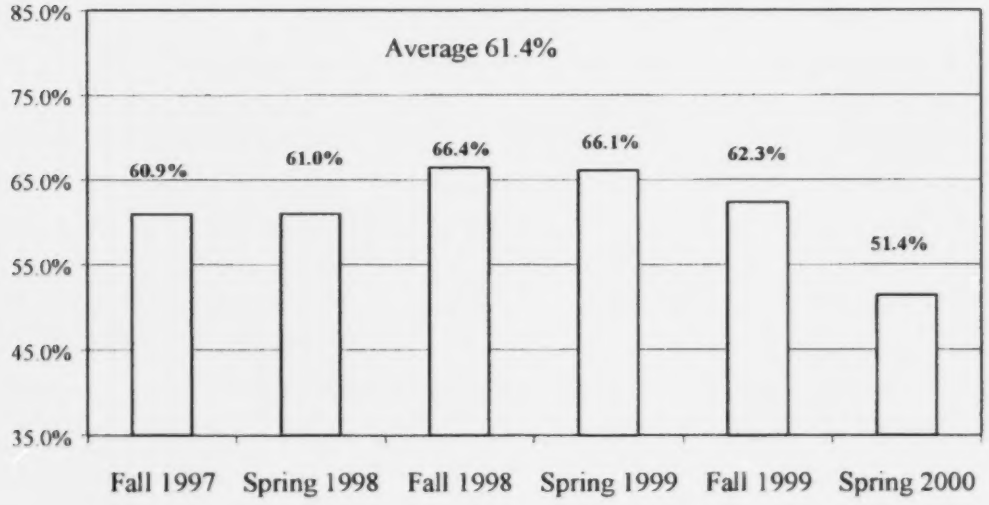


Figure 5

Developmental English Success Rates

Diablo Valley College

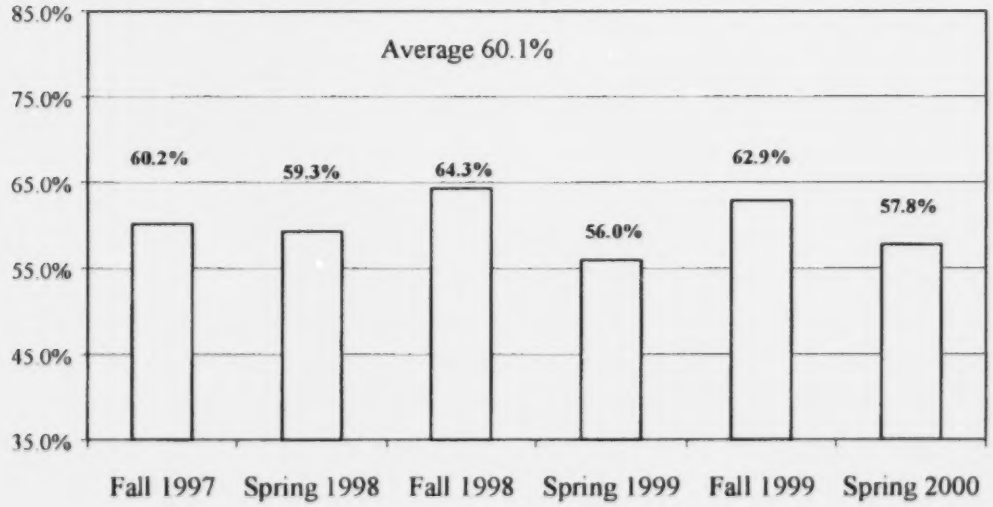


Figure 6

Basic SkillsMathematics Success Rates

Diablo Valley College

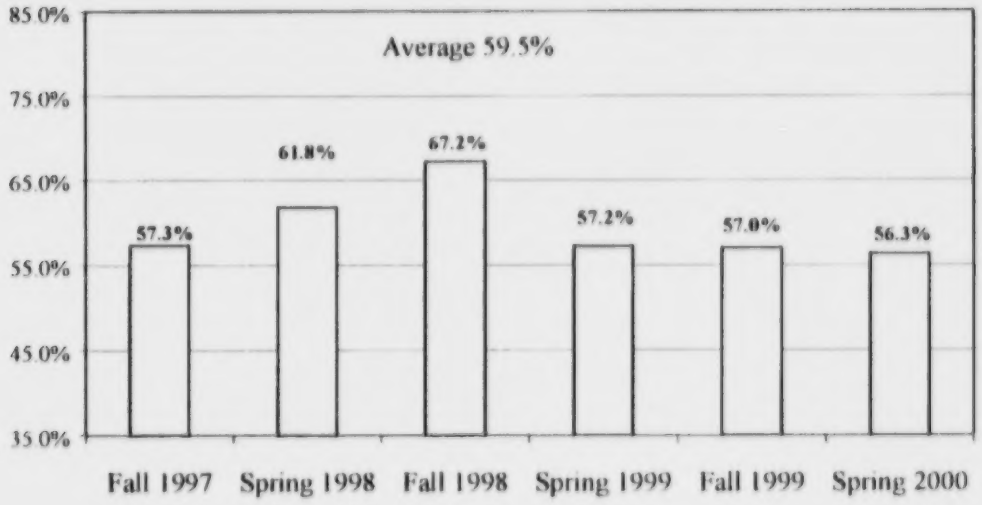
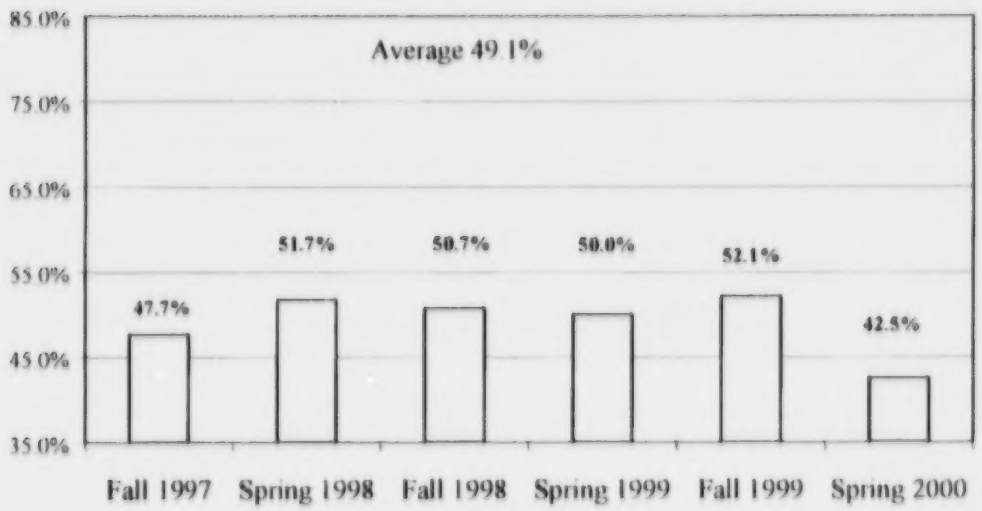


Figure 7

Developmental Mathematics Success Rates

Diablo Valley College



Los Medanos College

LMC has received a Title III grant to improve its Basic Skills program. Funds from this grant have been invested in specific courses for which some impact data are available. These data were obtained to help evaluate several objectives of the funded project: to increase the percent of counseled students who enroll in and successfully complete recommended courses. LMC has provided Tables 5-7 to summarize their findings.

Table 5

Percent Change of Students Enrolling in Recommended Basic Skills English Courses

Fall 1998		**Fall 2000**		Percentage Change
Students assessed in:	Students enrolled in the recommended level	Students assessed in:	Students enrolled in the recommended course level	
English 70	50%	English 70 (n=177)	54%	**+8%**
English 90	50%	English 90 (n=257)	68%	**+36%**
Assessed in English 70 or 90 (All students)	50%	Students assessed in English 70 or 90 and enrolled in Fall 2000 n= 434	62%	**+24%**

Table 6

Percent Change of Students Enrolling in Recommended Basic Skills Math Courses

Fall 1998		Fall 2000		Percentage Change
Students assessed in:	Students enrolled in the recommended level	Students assessed in:	Students enrolled in the recommended course level	
Math 1 or 2	46%	Math 1 or 2 (n=503)	57%	**+24%**
Math 25	46%	Math 25 (n=114)	67%	**+46%**
Math 30	46%	Math 30 or above (n=149)	89%	**+93%**
Assessed in Math 1 or 2, or 25, or 30 (All students)	46%	Students assessed in Math 1, or 2 or 25, or 30 and enrolled in Fall 2000 n= 766	64%	**+39**

Table 7

Percent of Students Who Successfully Completed English 70		
Fall 1998 (n=81)	Fall 2000 (n=168)	Percentage Change
49%	63%	**+29%**

The findings in Tables 5 and 6 show substantial gains in the percent of students who follow up on advice given and suggest that the counseling component of LMC's project is proving effective in guiding the Basic Skills course selection of students. Table 7 summarizes the only course performance data available at this time. The reported findings are substantial and suggest that the instructional component associated with English 70 is proving effective in supporting the efforts of students to successfully complete this course.

In sum, CCC, DVC, and LMC are successfully bringing students into the curriculum who traditionally would have avoided or dropped out of school and are providing these students with the skills they need to successfully compete academically. This support has been especially effective in targeted Basic Skills courses following the receipt of additional external funds.

Standing Policy Issues

There are various policy questions regarding Basic Skills that must be addressed periodically. How these questions are answered will vary, of course, with time and place and depend on various factors, including institutional priorities, available personnel and resources, current pedagogical thinking, and advancement in educational technology. These include the following:

1. Should there be mandatory assessment and placement of developmental students?
2. Should remedial coursework be given institutional or degree credit?
3. What minimum basic skills level should CCCCD require of entering developmental students?
4. How much of CCCCD's instructional budget should be set aside for traditional academic and remedial instruction?
5. How should the colleges configure Basic Skills courses within their curriculum: should such courses be offered by an independent department/program or be integrated into established disciplines?
6. Who should teach developmental courses: traditional faculty or curriculum specialists?
7. What benchmarks/institutional indicators should be used to gauge the effectiveness of remedial education?

The Resource section has select readings on Effective Policies on Remedial Education. This may help inform discussions in this area.

Strategic Planning Discussions on Basic Skills

Faculty and Staff form the Basic Skills Areas joined the District Planning Council in a strategic discussion of Basic Skills policy issues on October 12, 2001. Representatives from educational agencies across the county also participated. Participants are listed below.

Participant	Title	Planning Council Member
	Contra Costa College	
Helen Carr	President	X
John Christensen	President, Classified Senate	X
Tim Clow	Assistant Dean, Research	
Gloria Gideon	Div. Chair, Resources and Services for Student Success	
Saul Jones	President, Academic Senate/Nursing Faculty	X
Lynda Lawrence	Assistant Dean of Instruction	
Ellen Smith	Disabled Students Programs and Services	
	Diablo Valley College	
Francisco Arce	Dean of Instruction	
Tom Hurley	Chair, English Department	
Bill Hutchings	Chair, Math & Computer Science Department	
Ellen Kruse	English Instructor	
Leo Lieber	President, Classified Senate	X
Tom Mowry	Chair, Math Department	
Gay Ostarello	President, Academic Senate/Biological Science	X
Barbara Sawyer	English Instructor	
Sue Shattuck	English Instructor	
Cheryl Wilcox	Math Instructor	
	Los Medanos College	
Barbara Austin	Title III, English	
Pablo Gonzales	English Instructor; President, Program Advance	
Erich Holtmann	Math Instructor	
Pat Kaya	Secretary to the Dean of Liberal Arts & Sciences	
Linda Kohler	President, Classified Senate	X
Richard Livingston	Dean, Liberal Arts & Sciences	
Humberto Sale	College Research Coordinator	
Lois Yamakoshi	President, Academic Senate/Math Department	X
Nancy Ybarra	Activity Director, Title III	
	District Office	
Jackie Flaggs	President, District Governance Council	X
Phyllis Gilliland	Vice Chancellor, Planning & Resource Development	X
John Hendrickson	Vice Chancellor, Business Services	X
Greg Marvel	Vice Chancellor, Human Resources	X
	Community	
Robert Beck	Principal, Pittsburg Adult Education Center	
Janie Bell	Principal, Alhambra High School	
Daniel Callahan	Superintendent, Martinez Unified School District	
Jim Hollingsworth	Principal, Antioch Adult School	
Susan Magnone	Asst. Supt. Curriculum & Instruction, CCC Office of Ed	

Conference participants addressed three policy questions on the agenda. The following is an overview of the discussion.

Agenda Topic: Configuration of Basic Skills Education as an individual department or integrated with established curricula—What are the advantages and disadvantages of each model.

TO CENTRALIZE OR NOT TO CENTRALIZE (...that is the question)

- The decision depends on the history and culture of the college.
- Critical components of any successful approach include:
- Expertise, dedication of faculty teaching developmental education
- High level of coordination and communication
- Integration with Student Services (tutoring, counseling, mentoring)
- Comprehensive and systematic program evaluation/research
- Focus on goals and positive characteristics, not student deficits

NEEDED FOR SUCCESS REGARDLESS OF MODEL SELECTED

- Coordination
- Support services
- Partnership with adult education
- Funding resources – Basic Skills is expensive
- Advisement
- Faculty training across disciplines
- Research evaluation of what works/doesn't work
- Course must be outcome based

	ADVANTAGES	DISADVANTAGES
DISCIPLINE-BASED	Faculty teach courses at all levels – good communication. Faculties are decision based	Management doesn't know how to deal with it as a program.
	Respect opportunity for faculty development	Maybe lack of special skills for teaching Basic Skills
	Centralized in developmental life of college student	Can be expensive?
	Students identify with traditional disciplines	Competition
	Students create a "learning community" which helps them transition successfully to college-level courses	

	ADVANTAGES	DISADVANTAGES
BASIC SKILLS DEPT.	Specialists & specially chosen teachers for these courses	Articulation with higher level courses
	Basic Skills Dept. controls	Stigma on teachers & students
	Countered by physical location (at CCC, brought into program)	Possible isolation and marginalization

Agenda Topic: Mandatory Assessment and Course Placement—Advantages and Disadvantages

- Commit to assessment, education planning, and orientation early.
  Encourage students to value assessment and advising on course selection (i.e., how critical it is)
- Mandatory placement
  Give students the tools to make informed decisions about taking courses
- Need to make basic skills/developmental education and other preparatory courses attractive to students
- Get more of the existing high school test results to the colleges
- California Matriculation regulations govern mandatory assessment and placement
- Counseling is crucial

Agenda Topic: Budgeting for Basic Skills Education

- Expanding the pie?(as state funds shrink)
  Grants?
  Make an investment in Developmental Education as a win/win situation
  Show student transfers into other programs
- Up-Front Budgeting:
  Developmental Education programs shouldn't have to beg each year
  "My program is more expensive than your program" not productive
  Tutors vs. Cadavers
- Define goals of Developmental Education
  What do students mean by *success*?
  Beyond/in addition to -- Success -- Retention -- Persistence

- Use Goals
  To evaluate pedagogy
  To establish "effectiveness measures"
  "Productivity incentives"

- Educate all of us about budgets: Teacher effectiveness results in funding!

Additional Points

- Use Matriculation funds for Support Services
- Peer retention
- Enrolling Basic Skills students in High Productivity classes (e.g., Music, Drama, P.E., etc.) as well as Basic Skills, to enhance their sense of accomplishment and belonging
- Coordinate focused Grant applications
- Seek local government services and funding
- Allocate PFE funds for Basic Skills
- Get local businesses to lobby State to increase funding to Community Colleges for Economic Development
- Coordinate with Adult Education and other agencies

OUTCOMES

How do we measure whether a student has met his/her own goal(s)? It may/may not be an A.A. or certificate.

We need strong advocates at the State level to *not* accept our "orphan step-child" funding status compared to K-12, CSU, and UC. Also our funding needs to be compared to the funding for community colleges in other states.

Need accurate TOPS codes to get right funding

Statistics don't explain programs. Present more detailed stats with more explanations so that needs are better seen.

Vision for the Future

A recent report by a Basic Skills Education Task Force (June 2001) and reaffirmed by participants at the October 2001 Strategic Planning Discussion on Basic Skills lists the District's vision for this area of instruction, outlines programmatic activities at the colleges, and notes future challenges/goals of basic skills education.

The Task Force reports that the faculty and staff of the Colleges of Contra Costa believe that an exemplary Basic Skills Program will:

1. Help students articulate, clarify, and achieve their goals;
2. Build a community of learners;
3. Focus on excellent teaching and learning;
4. Integrate Student Services with Educational Services;
5. Support faculty leadership, interaction and expertise; and
6. Include quantitative and qualitative data collection, research and evaluation to be used to improve services.

College Programs

Following is a list, by college, of the major initiatives and activities currently underway.

Contra Costa College

1. Recognizes Basic Skills as an institutional priority and has responded to the critical need by creating an Academic Skills Department (Basic Reading, Writing and Math) at the same organizational level as other academic departments. The department has a Coordinator at 50% release time and four, full-time faculty who are specialists in Basic Skills Education.
2. Operates with the advice of an interdisciplinary Basic Skills Advisory Committee composed of faculty, staff, and managers who represent a variety of academic departments and student services.
3. Allocates VTEA and PFE Funding for focused projects to strengthen Basic Skills Education and is actively seeking grant funds for further innovative program development.
4. Collects, analyzes, and uses qualitative and quantitative data to continuously improve its Basic Skills Program.

5. Stresses the need for using a variety of instructional approaches and provides frequent opportunities for full-time and adjunct basic skills faculty to share instructional strategies.

6. Provides for a partially reassigned counselor and librarian who work closely with basic skills students and faculty to integrate these services into the content of basic skills courses.

7. Recognizes that a strong tutoring program is essential for student success and has hired a full-time faculty tutor coordinator who is responsible for effectively coordinating all the tutoring programs on campus and for training all tutors.

8. Monitors and revises its Basic Skills Curriculum to include learning communities (basic skills classes linked to transfer courses), self-paced classes, and the use of technology.

9. Provides a Summer Bridge Program for recent high school graduates who need basic skills classes in order to achieve their academic and career goals.

Diablo Valley College

1. Supports the National Association of Developmental Education philosophy:

   Developmental Education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum.

   Developmental education is sensitive and responsive to the individual differences and special needs among learners. Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies and affective barriers to learning.

2. Provides a classroom aide in each Math and English basic skills class to model successful student skills and to serve as liaisons between students and the instructor.

3. Offers Math and English courses integrated with required study groups led by the classroom aide on the nationally known University of Missouri Kansas City model of Supplemental Instruction. DVC has successfully adapted the model originally developed for upper division courses.

4. Operates with the advice of a cross-constituency advisory committee composed of faculty from a variety of academic departments, Learning Center classified staff and administration.

5. Provides for a partially reassigned faculty Learning Center coordinator and a partially reassigned faculty Developmental Education Coordinator to provide the level of coordination necessary for success of basic skills programs. Coordinators facilitate regular meetings among faculty and staff working in basic skills areas to establish goals, objectives and pedagogy most suitable for the under-prepared learner

6. Sponsors weekly College Success workshops for all students at all levels to provide basic instruction in such topics as learning styles and strategies, time management, note-taking, in-class writing strategies, proofreading strategies, preparing for tests, reducing test anxiety, creating a thesis, and research strategies for working with periodicals and databases.

7. Provides faculty development opportunities to enable all instructors to work more effectively with under-prepared learners.

8. Organizes and presents an EOPS summer institute to introduce under-prepared students to college life and to help them to develop academic attitudes and skills.

9. Supports a One-Stop Center, which was begun as a pilot through a grant. Students can learn about and access all available support services in one location.

10. Is piloting a PFE project to expand the role of study group aides to serve as mentors and one-on-one tutors. The study group aides will mentor students via activities such as telephoning students at home to offer assistance when they miss a class and tutoring students one-on-one when group tutoring seems insufficient.

11. Is piloting resiliency classes targeted to help increase students' self-confidence and to encourage them to take a more positive view of themselves as students (funded by PFE funds).

Los Medanos College

1. Provides a full-time faculty coordinator for the Teaching and Learning Center through which the developmental education program is coordinated. The Teaching and Learning Center houses the Reading and Writing Center, the Counseling Student Success Center, a computer lab and study group rooms for supplemental instruction and other collaborative learning activities.

2. Provides a half-time faculty coordinator for the college-wide Reading and Writing Center, which is staffed by English faculty who act as consultants to students seeking assistance with their work in a wide variety of courses.

3. Provides a Counseling Student Success Center with outreach counseling services in a well-integrated partnership model with faculty, which focuses on student success and retention. One of its pilot projects that shows great promise is a "team teaching" approach with faculty teaching Basic Skills English. Counselors work within the structure of the course to provide small group instruction in time management, study skills, goal setting and educational planning. All students

exiting the Basic Skills English course have an educational plan for the following semester, and have established a relationship with a counselor.

4. Operates with the advice of an advisory board that meets monthly and includes faculty leaders in English, math, ESL, counseling, and tutoring.

5. Redesigned the English curriculum for students who assess below the college transfer level. All developmental English courses are 5 unit integrated reading and writing courses. Faculty work to define the desired outcomes for those courses and to create a curriculum that would move students steadily toward those outcomes.

6. Provides a 2-semester bridge program for students exiting the ESL program.

7. Is in the process of conducting a comprehensive review of the math curriculum in pre-transfer level courses, and identifying learner outcomes that explicitly include critical learning skills as well as math content, and has designed learning experiences that will help students achieve those outcomes.

8. Provides faculty development opportunities to enable math and science instructors training in Supplemental Instruction (SI) at the University of Missouri-Kansas City, and has begun offering SI in a variety of transfer level math and science courses.

9. Provides assessment and advisement services for students entering school at a developmental level in English and/or math.

10. Evaluates the effectiveness of the developmental curriculum through research and monitoring.

11. Operates a Reading/Writing Center that provides support services that are integrated into the academic mainstream.

12. Has allocated Title III grant and PFE funding for focused projects to strengthen developmental education programs.

13. Is in the process of designing two new labs for the developmental education program: a Math CAI lab/classroom and an ESL/Developmental English CAI lab/classroom.

Future Challenges and Goals of Basic Skills Education

The Task Force perceives that CCCCD will need to do the following to meet some of the salient challenges before it:

1. Recognize the demographic trends that predict an increased number of under-prepared students in need of Basic Skills;

2. Expand assessment options to improve linkage between appropriate course placement and likelihood of learner success;

3. Increase quantitative and qualitative research available for data driven decision-making that is outcomes based;

4. Increase integration of Student Services with learners in Basic Skills Education to eliminate or reduce barriers to on-going access to education in Occupational Programs, Academic Transfer and beyond-lifelong learning;

5. Link of "Applied Content" into Basic Skills courses;

6. Integrate Basic Skills Content into all curriculum;

7. Determine the most effective and appropriate use of technology in support of Basic Skills Education;

8. Evaluate and revise scheduling practices so that Vocational Education courses are more accessible to Basic Skills learners;

9. Clarify Mission-span of responsibility of community colleges and K-12 Adult Education Programs-so that no learner is abandoned and at the same time, resources are not wasted on unnecessary duplication of services;

10. Increase access to Faculty and Staff Development courses on learning styles and effective teaching interventions; and

11. Improve coordination of funding district-wide.

Grant Opportunities and Available Resources

As is apparent, a successful campaign to address the basic skills needs of current and future students will require substantial effort and resources. Very likely, CCCCD will have to generate new revenues to embark on this enterprise. Several key governmental and private funding sources have been identified that may provide needed support. These include the following:

Federal

Office of Postsecondary Education
FIPSE
National Endowment for the Humanities
National Science Foundation

State Chancellor' Office

Fund for Instructional Improvement
Fund for Student Success
Underrepresented Student Special Projects
Inter-segmental Joint Faculty Projects

Corporate and Foundation Grant Sources

NEA Foundation
Coca Cola Foundation
Micron Foundation
Sysco Corporation
General Motors
The Sprint Foundation
The San Francisco Foundation
Lumina Foundation for Education
Ford Foundation
William G. McGowan Charitable Fund
Charles Stewart Mott Foundation
Pew Charitable Trusts
Alfred P. Sloan Foundation
Laubach Literacy
Sara H. and William R. Kimball Foundation
Greenville Foundation
SBC Foundation
Entrepreneurs' Foundation
William and Flora Hewlett Foundation

The focus of each of these potential sponsors and their eligibility criteria are listed in the Resource section.

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Addendum 1

1990-2000 Population Change by College Service Area

(Incorporated Cities by County)

	1990 Population (a)	2000 Population (b)	Numeric Change (b-a)	Percent Change (b-a/a)
Contra Costa County	**803,732**	**948,816**	**145,084**	**18.1**
Contra Costa College	**169,741**	**191,129**	**21,388**	**12.6**
El Cerrito	22,869	23,171	302	1.3
Hercules	16,829	19,488	2,659	15.8
Pinole	17,460	19,039	1,579	9.0
Richmond	87,425	99,216	11,791	13.5
San Pablo	25,158	30,215	5,057	20.1
Diablo Valley College	**365,231**	**409,775**	**44,544**	**12.2**
Clayton	7,317	10,762	3,445	47.1
Concord	111,348	121,780	10,432	9.4
Danville	31,306	41,715	10,409	33.2
Lafayette	23,501	23,908	407	1.7
Martinez	31,808	35,866	4,058	12.8
Moraga	15,852	16,290	438	2.8
Orinda	16,642	17,599	957	5.8
Pleasant Hill	31,585	32,837	1,252	4.0
San Ramon	35,303	44,722	9,419	26.7
Walnut Creek	60,569	64,296	3,727	6.2
Los Medanos College	**117,322**	**196,222**	**53,281**	**67.3**
Antioch	62,195	90,532	28,337	45.6
Brentwood	7,563	23,302	15,739	208.1
Oakley		25,619		
Pittsburg	47,564	56,769	9,205	19.4

* College service area totals do not add up to county total because they do not include unincorporated areas.

Source: Office of District Research, Contra Costa CCD. Based on California Department of Finance, Demographic Research Unit, California State Census Data Center, Census 2000 PL94-171 report.

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Addendum 2

Contra Costa County - Population Change by Race/Ethnicity

(Incorporated and unincorporated areas)

	1990 Population (a)	Percent of Population	2000 Population (b)	Percent of Population	Numeric Change (b-a)	Percent Change (b-a/a)
American Indian	4,441	0.6%	3,648	0.4%	-793	-17.9
Asian/Pacific Islander	73,810	9.2%	105,838	11.2%	32,028	43.4
Black	72,799	9.1%	86,851	9.2%	14,052	19.3
Hispanic	91,282	11.4%	167,776	17.7%	76,494	83.8
White	561,400	69.8%	549,409	57.9%	-11,991	-2.1
Two or more races	n/a	n/a	32,658	3.4%	n/a	n/a
Other	n/a	n/a	2,636	0.3%	n/a	n/a
Contra Costa County	**803,732**		**948,816**		**145,084**	**18.1**

Source: Office of District Research, Contra Costa CCD. Based on California Department of Finance, Demographic Research Unit, California State Census Data Center, Census 2000 PL94-171 report.

Addendum 3

2000 Census Data Population by Race/Ethnicity for Incorporated Cities of Contra Costa County by College Service Area

College/City	Total Population	White	%	Hispanic	%	Black	%	Amer. Indian	%	Asian/ Pac. Is.	%	Other	%	Two or More Races	%
Contra Costa	948,816*	**549,409**	**57.9**	**167,776**	**17.7**	**86,851**	**9.2**	**3,648**	**0.4**	**105,838**	**11.2**	**2,636**	**0.3**	**32,658**	**3.4**
Contra Costa College															
El Cerrito	23,171	12,474	54.0	1,838	7.9	1,931	8.3	70	0.3	5,693	5.4	120	0.5	1,045	4.5
Hercules	19,488	4,624	23.7	2,106	10.9	3,571	18.3	29	0.1	8,352	7.9	46	0.2	760	3.9
Pinole	19,039	9,219	48.4	2,618	13.8	2,079	10.9	68	0.4	4,154	3.9	66	0.3	835	4.4
Richmond	99,216	21,081	21.2	26,319	26.5	35,279	35.6	351	0.4	12,553	11.9	400	0.4	3,233	3.3
San Pablo	30,215	4,886	16.1	13,490	44.6	5,403	17.9	125	0.4	5,036	4.8	167	0.6	1,108	3.7
Total	**191,129**	**52,284**	**27.4**	**46,371**	**24.3**	**48,263**	**25.3**	**643**	**0.3**	**35,788**	**33.8**	**799**	**0.4**	**6,981**	**3.7**
Diablo Valley College															
Clayton	10,762	9,000	83.7	681	6.3	113	1.0	16	0.1	586	0.6	30	0.3	336	3.1
Concord	121,780	74,119	60.8	26,560	21.8	3,530	2.9	580	0.5	11,815	11.2	319	0.3	4,857	4.0
Danville	41,715	34,618	82.9	1,945	4.7	375	0.9	66	0.2	3,768	3.6	68	0.2	875	2.1
Lafayette	23,908	20,123	84.1	945	4.0	129	0.5	39	0.2	1,977	1.9	33	0.1	662	2.8
Martinez	35,866	27,096	75.6	3,660	10.2	1,181	3.3	188	0.5	2,420	2.3	73	0.2	1,248	3.5
Moraga	16,290	12,760	78.3	775	4.7	161	1.0	10	0.1	2,024	1.9	41	0.3	519	3.2
Orinda	17,599	14,857	84.4	560	3.2	79	0.4	11	0.1	1,620	1.5	52	0.3	420	2.4
Pleasant Hill	32,837	25,139	76.6	2,767	8.4	493	1.5	101	0.3	3,146	3.0	72	0.2	1,124	3.4
San Ramon	44,722	32,356	72.3	3,238	7.2	842	1.9	142	0.3	6,718	6.3	131	0.3	1,295	2.9
Walnut Creek	64,296	51,834	80.6	3,851	6.0	666	1.0	148	0.2	6,059	5.7	148	0.2	1,590	2.5
Total	**409,775**	**301,902**	**73.7**	**44,982**	**11.0**	**7,569**	**1.8**	**1,301**	**0.3**	**40,128**	**37.9**	**967**	**0.2**	**12,926**	**3.2**
Los Medanos College															
Antioch	90,532	50,644	56.0	20,024	22.1	8,551	9.4	513	0.6	6,820	6.4	178	0.2	3,802	4.2
Brentwood	23,302	14,692	63.0	6,565	28.2	553	2.4	95	0.4	681	0.6	51	0.2	665	2.9
Oakley	25,619	16,469	64.2	6,399	25.0	832	3.2	151	0.6	773	0.7	42	0.2	953	3.7
Pittsburg	56,769	17,697	31.2	18,287	32.2	10,457	18.4	210	0.4	7,495	7.1	190	0.3	2,433	4.3
Total	**196,222**	**99,502**	**50.7**	**51,275**	**26.1**	**20,393**	**10.4**	**969**	**0.5**	**15,769**	**14.9**	**461**	**0.2**	**7,853**	**4.0**

* College service area totals do not add up to county total because they do not include unincorporated areas.

Source: Office of District Research, Contra Costa CCD. Based on California Department of Finance, Demographic Research Unit, California State Census Data Center, Census 2000.

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Addendum 4

Contra Costa County - Population Forecast

Jurisdictional Boundary	1990	1990	1995	2000	2005	2010	2015	2020
Contra Costa College								
El Cerrito	22,869	22,869	23,300	23,900	24,400	24,700	25,000	25,200
Hercules	16,829	16,829	18,600	19,400	22,000	23,500	25,300	27,500
Pinole	17,460	17,460	18,100	18,700	19,400	19,700	20,000	20,300
Richmond	86,019	86,019	90,900	94,500	99,900	102,700	105,000	108,100
San Pablo	25,158	25,158	26,000	26,900	27,400	27,600	27,900	28,000
Total	**168,335**	**168,335**	**176,900**	**183,400**	**193,100**	**198,200**	**203,200**	**209,100**
Diablo Valley College								
Clayton	7,317	7,317	8,700	11,700	13,300	13,900	14,300	14,900
Concord	111,308	111,308	111,900	115,200	117,600	120,900	122,700	124,800
Danville	31,306	31,306	35,700	40,900	43,600	45,300	46,700	48,000
Lafayette	23,366	23,366	23,500	24,400	24,900	25,400	25,700	26,100
Martinez	31,810	31,810	35,100	37,000	38,900	40,300	41,100	42,100
Moraga	15,852	15,852	16,300	16,800	17,400	17,800	18,200	18,600
Orinda	16,642	16,642	16,900	17,500	18,300	18,800	19,200	19,600
Pleasant Hill	31,583	31,583	31,500	33,300	34,400	35,000	35,400	36,200
San Ramon*	35,303	35,303	39,900	45,900	54,000	63,700	71,700	80,700
Walnut Creek	60,569	60,569	62,000	64,400	65,500	67,000	68,500	70,200
Total	**357,739**	**365,056**	**381,500**	**407,100**	**427,900**	**448,100**	**463,500**	**481,200**
Los Medanos College								
Antioch	62,195	62,195	73,200	83,600	96,900	102,300	108,200	114,000
Brentwood	7,563	7,563	11,600	22,200	35,400	43,000	46,000	48,800
Oakley	18,374	18,374	22,100	29,000	31,900	33,700	35,500	37,900
Pittsburg	47,607	47,607	50,400	53,700	59,300	65,600	70,500	76,000
Total	**135,739**	**135,739**	**157,300**	**188,500**	**223,500**	**244,600**	**260,200**	**276,700**
Unincorporated Areas	134,602	134,602	149,600	162,900	177,000	185,900	198,000	202,000
Contra Costa County	**803,732**	**803,732**	**865,300**	**941,900**	**1,021,500**	**1,076,800**	**1,124,900**	**1,169,000**

*Includes Dougherty Valley.

Source: Office of District Research, Contra Costa CCD. Based on Association of Bay Area Governments, Projections 2000.

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Addendum 5

List of Bay 10 and Multi-College Districts

Bay 10 Districts

CHABOT-LAS POSITAS	(Chabot, Las Positas)
CONTRA COSTA	(Contra Costa, Diablo Valley, Los Medanos)
FOOTHILL-DE ANZA	(De Anza, Foothill)
FREMONT-NEWARK	(Ohlone)
MARIN	(Marin, Marin CED)
PERALTA	(Alameda, Laney, Merritt, Vista)
SAN FRANCISCO	(San Francisco City)
SAN JOSE-EVERGREEN	(Evergreen Valley, San Jose City)
SAN MATEO	(Canada, San Mateo, Skyline)
WEST VALLEY-MISSION	(Mission, West Valley)

Multi-College* Districts Statewide

CHABOT-LAS POSITAS	(Chabot, Las Positas)
COAST	(Coastline, Golden West, Orange Coast)
CONTRA COSTA	(Contra Costa, Diablo Valley, Los Medanos)
FOOTHILL-DE ANZA	(De Anza, Foothill)
GROSSMONT-CUYAMACA	(Cuyamaca, Grossmont)
KERN	(Bakersfield, Cerro Coso, Porterville)
LOS RIOS	(American River, Cosumnes River, Sacramento City)
MARIN	(Marin, Marin CED)
NORTH ORANGE	(Cypress, Fullerton, North Orange Adult)
PERALTA	(Alameda, Laney, Merritt, Vista)
RANCHO SANTIAGO	(Rancho Santiago CED, Santa Ana)
SAN BERNARDINO	(Crafton Hills, San Bernardino)
SAN DIEGO	(San Diego Adult, San Diego City, Mesa, Miramar)
SAN JOSE-EVERGREEN	(Evergreen Valley, San Jose City)
SAN MATEO	(Canada, San Mateo, Skyline)
SANTA BARBARA	(Santa Barbara CED, Santa Barbara City)
SOUTH ORANGE	(Irvine Valley, Saddleback)
STATE CENTER	(Fresno City, Kings River)
VENTURA	(Moorpark, Oxnard, Ventura)
WEST VALLEY-MISSION	(Mission, West Valley)
YOSEMITE	(Columbia, Modesto)

*Los Angels which has nine colleges has been excluded from the Multi-College analysis.

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Not all of these bibliographical entries are cited in this report. They are listed here by Basic Skills area in the spirit of assistance. They may be found useful in thinking about Basic Skills programs and policies.

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Grant Resources

Developmental Education Selected Federal Grant Sources

Department of Education
http //www ed gov/
http //www ed gov/funding html

Office of Postsecondary Education (OPE)
CFDA #84 031A

Strengthening Institutions Program -- Development Grants, Planning Grants.
Title III, Part A
This program helps eligible institutions of higher education increase their self-sufficiency by providing funds to improve and strengthen their academic quality, management, and fiscal capabilities.

Office of Postsecondary Education (OPE)
http://www.ed.gov/offices/OPE/HEP
CFDA# 84.031S

Developing Hispanic-Serving Institutions Program
Institutions must be designated eligible for the Title V Program, and each must be defined as an Hispanic-serving institution.
Five-year development grants and one-year planning grants are available.
Funds may be used for faculty development, administrative management, development and improvement of academic programs, construction and maintenance of institutional facilities, and student services.

FIPSE, Comprehensive Program
The deadline for preapplications for FY 2002 competition is January 2002
Awards are made in a number of areas including postsecondary education access, retention and completion; disseminating reforms, student preparation for college, improvement of campus environments; cost-effectiveness; curricula reform; and faculty development. This program provides grants to support innovative reform projects that promise to be models for the solution of problems in postsecondary education.

National Endowment for the Humanities
http://www.neh.fed.us/grants/commonquestions.html
NEH grants typically go to individuals and cultural institutions such as museums, archives, libraries, colleges, universities, historical societies, public television and radio stations. The grants: (1) preserve and provide access to cultural and educational resources, (2) strengthen teaching and learning in schools and colleges, (3) promote research and original scholarship, (4) provide opportunities for lifelong learning, and (5) strengthen the institutional base of the humanities
National Science Foundation http://www.nsf.gov
NSF funds projects related to science, math, technology, and engineering through a variety of programs.

Selected State Chancellor's Office Grants

State Chancellor's Office
http://www.cccco.edu/cccco/grants/index.htm

Fund for Instructional Improvement
One-Year Small or Large Grants and Two-Year Research Grants. Provides grants and loans to improve learning and teaching in community colleges through development, implementation, and evaluation of alternative educational programs and services. Eligible programs and services supported through this fund must promote improvement or innovation through an initiative that has systemwide impact or through local level initiatives with a focus on one of the following three areas:
(1)Nontraditional Instruction, (2) Program Development, and (3) Faculty/Staff Development

Fund for Student Success (FSS)
The purpose of FSS is to identify and support systemwide and local priorities and initiatives that produce student success through integrated strategies combining instruction, student services and human resources. The FSS initiative reflects the Chancellor's Office efforts to increase the opportunities for community college students to be successful in their academic, vocational and basic skills programs. The goal of the institutionalization grants is to fund projects for practices or curricula deemed suitable for permanent implementation at the districts/colleges in order to benefit students on an ongoing basis.

Intersegmental Joint Faculty Projects (IJFP)
The Intersegmental Joint Faculty Projects support intersegmental educational programs and services between faculty. These projects look for solutions to curricular, program, articulation and assessment needs for students by supporting projects that increase the number of transfer students and ensure academic preparedness for upper-division coursework.

Underrepresented Student Special Projects (USSP)
The Underrepresented Students Special Projects involve the development of special projects to address the underrepresentation of ethnic minority and disabled students in the community colleges. These projects work in conjunction with high school districts, the University of California (UC) and the California State University (CSU) efforts in addressing under-representation in various majors.

Selected Corporate and Foundation Grant Sources

Alfred P. Sloan Foundation
http://www.sloan.org/programs/edu_retention.shtml
The Foundation's goal for the retention program is to increase understanding of why student attrition in higher education is so high, especially from the fields of science and engineering and especially for women and minority students, and to fund research-based pilot projects to improve retention.

Charles Stewart Mott Foundation
http://www.mott.org/programs/p-ice.asp
The Foundation recognizes community education as the capacity of communities to align resources around student achievement, especially for the traditionally underserved. The goal of the Improving Community Education grant making area is to ensure that community education serves as a pathway out of poverty for children in low-income communities by building a continuum of quality learning opportunities that stretches from the preschool years through preparation for higher education and the work force. The three grant making components that support this goal are: (1) **School Readiness.** To promote the creation of community-driven policies and other systemic supports which contribute to quality pre-schooling and an effective transition to public schools for young children and families in low-income communities. (2) **Success in School.** To nurture the development of community-driven school reform strategies that result in sustainable increases in academic achievement for students, especially those traditionally underserved by the public school system. (3) **Learning Beyond the Classroom.** To enable the 21st Century Community Learning Centers and other major national, statewide and regional initiatives to promote sustainable, community-driven, expanded learning opportunities that support developmentally appropriate outcomes, especially for traditionally underserved children and youth.

The Coca Cola Foundation
http://www2.coca-cola.com/business/community/foundation_coke.html
Since 1989, funding has been focused on education, particularly in the following three categories: (1) higher education, (2) classroom teaching and learning, (3) and global education. Programs include scholarship programs, teacher development, international exchange programs, and minority advancement.

Entrepreneurs' Foundation
http://www.the-ef.org/front.html
The focus of the foundation's investment activity is on education and youth development programs that target at risk and needy children and youth in the San Francisco Bay Area.

Ford Foundation
http://www.fordfound.org
To realize its goals, the Foundation focuses its grant making in three program areas: (1) asset building and community development, (2) education, media, arts, and culture, and (3) peace and social justice.

General Motors
http://www.gm.com/company/gmability/philanthropy/guidelines/index.html
Founded in 1976, the GM Foundation of Detroit, MI aims to "ensure that we maintain our leadership position as a valued, responsible corporate citizen by enhancing the quality of life in the communities where we do business, consistent with our corporate goals and objectives." The Foundation focuses its giving in six areas: education, health, community relations, public policy, arts and culture, and environment and energy, with a strong commitment to diversity in all areas.

Greenville Foundation
http://fdncenter.org/grantmaker/grnville/educat.html
The foundation seeks to serve high-risk and/or high-potential or gifted youth, ages preschool through secondary school, specifically west of the Rocky Mountains, via: (1) projects that ignite and inspire students, actively involve them in their own education, introduce new perspectives and inspire critical and independent thought and (2) projects that encourage grassroots, community-based efforts which take a creative and comprehensive approach to problems, encourage participation by parents, mentors and community, and exhibit the potential to create a significant, long-term impact on a child's life.

Laubach Literacy
http://www.laubach.org/NEWS/indexnews.html
Laubach Literacy International focuses on adult literacy and adult remedial education. This education is often combined with community development efforts. *National Book Scholarship Fund (NBSF)*, is to provide local literacy programs throughout the United States with New Readers Press books and other materials essential to begin a new literacy outreach program or to significantly expand an existing effort.

Lumina Foundation for Education
http://www.luminafoundation.org/grants/dofund.shtml
The Foundation's three main themes are financial access to postsecondary education, student retention and goal attainment, and nontraditional learners and learning. (1) *Research* that casts new light on issues affecting postsecondary education access and goal attainment. (2) *Programs* that present innovative and practical approaches in overcoming challenges to access and attainment. (3) *Leadership development* to share the expertise of higher education executives and scholars working on issues of access and attainment. (4) *Communications initiatives* that bring about positive change by sharing the lessons of access and degree attainment with educational leaders, policy-makers, media and the public. (5) *Public policy initiatives* that help policy-makers make informed decisions on issues of postsecondary education access.

Micron Foundation
http://www.micron.com/content.jsp?path=/About%20Micron/Foundation
The Micron Technology Foundation Higher Education Initiative focuses on advancing education, primarily in the areas of science and technology education. These grants are by invitation only. Primary goals are to fund high-impact programs that further science and technology education, particularly (1) curriculum development, (2) innovative methods using technology to deliver education, and (3) sustainable educational programs that help build the workforce of the future.

The NEA Foundation for the Improvement of Education
http://www.nfie.org/grants.htm
Innovation grants support two or more public school teachers, education support personnel, and/or faculty in public institutions of higher education who collaborate to develop and implement innovative ideas that result in high student achievement.

Pew Charitable Trusts
http://www.pewtrusts.com
The Pew Charitable Trusts generally funds major projects. For example, they funded the League for Innovation in the Community College to promote new ways of certifying the performance-based achievement of community-college students, and for policies to improve remediation programs that can increase student access to community-college education.

San Francisco Foundation
http://www.sff.org/grantmaking/documents/GrantGuidelines.pdf
Education is among the foundation's funding priorities, in particular, helping children and youth succeed in school and people engage in lifelong learning. The foundation funds programs that enhance the academic achievement of Latino, African-American, and immigrant students, as well as students from low-income and special needs backgrounds through volunteer, tutoring, mentoring, and school-linked programs.

Sara H. and William R. Kimball Foundation
http://www.pacificfoundationservices.com/kimball/index.html
Founded in California in 1997, the Sara H. and William R. Kimball Foundation is committed to helping at-risk and disadvantaged individuals in the San Francisco Bay area to achieve the highest possible quality of life. Major program interests include education and the arts. Within the Education program, the foundation focuses on higher education (undergraduate and graduate programs) specifically in areas of youth development, academic enrichment, tutorials, outdoor education, leadership development, vocational training and employment, learning disabilities, and sports/recreational activities for low- income youth.

SBC Foundation
http://www.sbc.com/Community/Commitment/0,2951,19,00.html
One of SBC's priorities is to improve education in the communities it serves. Since 1995, the SBC Foundation has awarded more than $108 million in grants to support improved student achievement, teacher preparedness, minority student success and increased use of new technologies in the classroom

The Sprint Foundation
http://www.sprint.com/sprint/overview/commun.html
The Sprint Foundation, established in 1989, serves to extend the community leadership position of Sprint Corporation and the active participation of its employees in civic and charitable endeavors. It makes direct grants and also administers a matching gift program for Sprint employees and retirees. Grant making priorities include programs that encourage innovation and the use of technology in the classroom, enhance the quality of education for minorities and/or the disadvantaged, and encourage employee and public support of education. The Proposals are accepted throughout the year. Directors meet quarterly to consider qualifying grant applications.

Sysco Corporation
http://www.sysco.com/
Funding interests include: (1) education: after school/enrichment programs, colleges & universities, elementary education (private), faculty development, education-general, literacy, minority education, (2) health: AIDS/HIV, cancer, eyes/blindness, health-general, heart, hospices, medical research, speech & hearing, and (3) social services: At-Risk Youth, community centers, day care, emergency relief, senior services, shelters/homelessness, and United Funds/United Ways

William and Flora Hewlett Foundation
http://www.hewlett.org
Grants in the education program are made to promote long-term institutional development, reform, or renewal in the program areas described below. Proposals of exceptional merit that do not fit directly within the stated areas may be considered if they serve several institutions or otherwise advance the Foundation's interest in improving elementary, secondary, or higher education. Grants are generally limited to liberal arts-oriented institutions and research universities, with emphasis on established institutions with strong records of exemplary work. Ideas that can also be applied to other such institutions are preferred. Grants in the K-12 area are generally limited to California programs, with primary emphasis on public schools in the San Francisco Bay Area. Proposals are expected to aim for systemic significance in an effort to advance educational reform. In this program the Foundation favors schools, school districts, colleges, universities, and groupings of these entities.

William G. McGowan Charitable Fund
http://www.mcgowanfund.com/guidelines
The fund supports organizations devoted primarily to developing the talents and gifts of the very young, especially those who have been disenfranchised by virtue of low income status, inner city conditions or family situations, regardless of race, creed, color, gender or national origin, as well as the needs of both the young and adults who have physical or mental disabilities that require assistance to develop their full capacities. The Fund gives preference in its grants to locally based and operated organizations. Assistance may be provided for special needs for schools that provide unusual programs for the disenfranchised or disabled youth.

Internet Resources for Community College Practitioners

Community College Internet Sites

American Association of Community Colleges. Available: http://www.aacc.nche.edu/
Community College. Available: http://www.aacc.nche.edu/commun/publicat/publicat.htm
Community College Web. Available: http://www.mcli.dist.maricopa.edu/cc/
Education Virtual Library. Available: http://www.csu.edu.au/education/library.html
ERIC Clearinghouse for Community Colleges. Available: http://www.gseis.ucla.edu/ERIC/eric.html
The League of Innovation. Available: http://www.league.org/
National Center for Higher Education Management Systems. Available: http://www.nchems.com/Home.html
The National Center for Technology. Available: http://www.nctp.com/

Reference Resources

Florida Tech Education Gopher. Available: gopher //sci-ed.fit.edu/ (select Reference Desk)
Libraries of Purdue University. Available: http //thorplus.lib.purdue.edu/reference/index.html
The Internet Public Library. Available: http //www.ipl.org/

Government Information

Library of Congress. Available: http://lcweb.loc.gov/homepage/lchp.html
THOMAS. A U.S. Federal government website. Available: http //thomas.loc.gov/
U.S. Census Bureau. Available: http://census.gov/
U.S. Department of Education. Available: http://www.ed.gov/

Library Catalogs

The Book Wire. Available: http://www.bookwire.com/index/Libraries.html
Library of Congress. Available: http://lcweb.loc.gov/
Yahoo! Available: http://www.yahoo.com/Reference/Libraries/Indices/

Listservs

CATALYST. Community colleges reference journal. Available: listserv@vtvm1.bitnet
COMMCOLL. Community college administrators, faculty and staff. Available: listserv@ukcc.uky.edu
CJC-L. Community college librarians. Available: listserv@dekalb.dc.peachnet.edu
DEOS-L. Distance education. Available: listserv@psuvm.psu.edu
STWNet. School-to-work. Available: majordomo@mail.edc.org
TCC-L. Community college faculty. Available: listserv@uhccvm.uhcc.hawaii.edu
WWWDEV. Course development for Internet-taught courses. Available: listserv@unb.ca

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Technical Assistance

AskERIC. ERIC Clearinghouse on Information and Technology at Syracuse University. Email: askeric@ericir.syr.edu. Available: http://ericir.syr.edu/.

Online Writing Lab (OWL). Purdue University. Email: owl@cc.purdue.edu. Available: http://owl.english.purdue.edu/

Print Resources

Ellsworth, J. (1994). Education on the Internet: A hands-on book of ideas, resources, projects, and advice. Indianapolis, IN: Sams Publishing.

Hahn, H. (1997). The internet and web yellow pages 1998 (5th edition). Berkeley, CA: Osborne McGraw-Hill.

Jackson, E. Jr. (1996). College connections web directory 1997. Que Education and Training.

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Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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